Examiners' Report
Lead Examiner Feedback

January 2022

Pearson BTEC Nationals in Children's Play, Learning and Development

Unit 1: Children's Development (31597H)

Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications come from Pearson, the world's leading learning company. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications website at http://qualifications.pearson.com/en/home.html for our BTEC qualifications.

Alternatively, you can get in touch with us using the details on our contact us page at http://qualifications.pearson.com/en/contact-us.html

If you have any subject specific questions about this specification that require the help of a subject specialist, you can speak directly to the subject team at Pearson. Their contact details can be found on this link:
http://qualifications.pearson.com/en/support/support-for-you/teachers.html

You can also use our online Ask the Expert service at https://www.edexcelonline.com
You will need an Edexcel Online username and password to access this service.

Pearson: helping people progress, everywhere

Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your learners at: www.pearson.com/uk

Grade Boundaries

What is a grade boundary?

A grade boundary is where we set the level of achievement required to obtain a certain grade for the externally assessed unit. We set grade boundaries for each grade, at Distinction, Merit and Pass.

Setting grade boundaries

When we set grade boundaries, we look at the performance of every learner who took the external assessment. When we can see the full picture of performance, our experts are then able to decide where best to place the grade boundaries – this means that they decide what the lowest possible mark is for a particular grade.

When our experts set the grade boundaries, they make sure that learners receive grades which reflect their ability. Awarding grade boundaries is conducted to ensure learners achieve the grade they deserve to achieve, irrespective of variation in the external assessment.

Variations in external assessments

Each external assessment we set asks different questions and may assess different parts of the unit content outlined in the specification. It would be unfair to learners if we set the same grade boundaries for each assessment, because then it would not take accessibility into account.

Grade boundaries for this, and all other papers, are on the website via this link:
http://qualifications.pearson.com/en/support/support-topics/results-certification/grade-boundaries.html

Awarding BTEC qualifications in 2022
Ofqual has set out their plans for awarding qualifications in 2022 and intend to return to a normal, pre-pandemic, approach to grading standards over by 2023. They have confirmed that 2022 will be a transition year, to reflect that we are in a pandemic recovery period and students' education has been disrupted.

Our guiding principle and approach to awarding BTEC qualification results in 2022 will be to ensure parity in relation to the approach being taken for GCSE and A level learners. BTEC courses have a different structure and design to academic qualifications - BTECs are modular qualifications (with assessments taking place throughout the course) compared to GCSEs and A levels which are linear (assessed and awarded at the same time at the end of the year), and therefore our approach needs to be different.

In 2022 we will return to the usual method of calculating BTEC qualification results, however adaptations including, U-TAGs and reduced internal assessment, are in place to provide a comprehensive package of support for students.

The basis of our awarding approach to BTECs this year is to ensure it is as fair as possible for all learners. We will use a range of evidence to set grade boundaries for the external units. Part of this evidence will be to closely

monitor learner performance in all assessments that contribute to learners' final qualification grade, to ensure parity with A level and GCSEs.

Further information can be found on our website and via our Social Media channels.

31597: Children's Development

Grade	Unclassified	Level 3			
		N	P	M	D
Boundary Mark	**0**	**20**	**33**	**46**	**60**

January 2022
Publications Code 31597H_2201_ER
All the material in this publication is copyright
© Pearson Education Ltd 2022

Introduction

This unit is mandatory for all sizes of qualification within the suite of qualifications for the 2016 specification for Level 3 Children's Play Learning and Development.

This Lead Examiner report should be considered alongside the exam paper and mark scheme, which can be found on the Pearson website.

The focus of the paper was on children's development, it covered a range of theories of child development, together with selected factors which may affect children's development.

The paper had 2 sections with 6 questions overall. Section A contained 4 questions, each worth 16 marks; each question was based upon a separate case study. These questions were then separated into 4 sub-questions, which range from multiple-choice, short answer and extended questions, with a mark range of 1 to 8 marks.
Section B contained 2 questions which required an extended response, where learners had to analyse or evaluate; these questions were worth 12 and 14 marks.

This paper was considered to be comparable in difficulty to those in past series.

Introduction to the Overall Performance of the Unit

The overall performance on the paper was good, with a range of learner achievements. The paper is considered to be comparable to those of previous series.
The majority of multiple-choice and one-mark questions, where information is selected from the case study, were answered well.

Answers on the 4-mark questions should contain two answers, where one aspect of theory is given and then applied to the case study. In these questions learners were achieving an average of two marks; either they knew two aspects of theory, but they were not applied, or they could apply one theory, but not two. Skinner proved challenging this time around, as well as the usual issues with Bruner's modes of representation theory.

In the extended 8-mark questions, those who did well were able to show their understanding in a succinct way, by applying the theory. They included explanations of key terminology with relevant examples from the case study. This demonstrates an understanding of the theory; including the terminology on its own, is not sufficient. The question on Bowlby was not answered as well as usual; a range of different parts of the theory was missing in most responses.

The questions in Section B varied in the way they were answered. Question 5 was answered more successfully this series; learners had to analyse why it was important children were given the opportunity to learn about their bodies. Lots of answers focused on hygiene and growing independence, which given the covid pandemic, was the obvious aspect to cover. Analytical skills were shown by many learners, at different levels.

For Question 6, learner had to evaluate the key person approach on children's overall development. Unfortunately, some learners did not make a clear differentiation between the role of the Early Years Educator in an early years setting and the particular role of a key person. Very few learners were able to show their evaluative skills, even though there are some negatives to the key person approach which could have been discussed in their answer. This meant there were few learners who achieved in the level 3 mark band in this question. However, it was pleasing to see some learners were able to write extremely well about the positive aspects of the approach,

demonstrating their understanding of child development and linking to relevant theory.

Individual Questions

Question 1(a)

This is a multiple-choice question in which the learners had to select the term which related to physical development. The correct answer was 'basic reflexes' and the vast majority of learners was able to answer this accurately.

These were the options available to the learners to select from:

- ☒ **A** Basic reflexes
- ☒ **B** Self-concept
- ☒ **C** Listening skills
- ☒ **D** Problem solving

Question 1(b)

For this question the learners needed to list three resources in the case study which would promote gross motor skills. Many learners gave 'soft play area' as an answer, which was incorrect, as this was an environment, rather than a resource. It is important learners read the question carefully, to understand what is being asked of them, as many learners dropped marks on this question.

1 push along toys

2 a tunnel to crawl through

3 the slide and the steps up to it.

The response above gained 3 marks.
All the answers were as listed in the mark scheme.

1 push-along toys

2 soft play area

3 playing peek-a-boo

The response above gained 1 mark.
'Playing peek-a-boo' might promote gross motor skills, but it is not a resource.

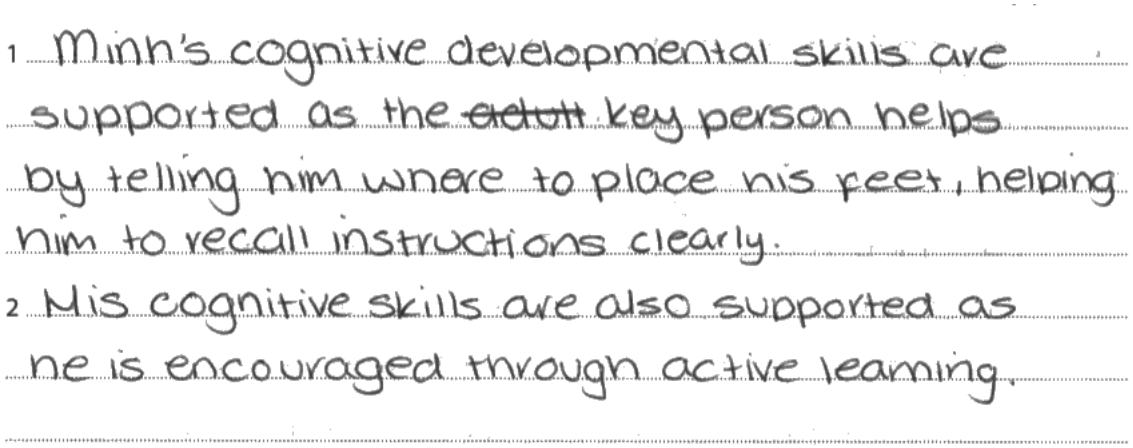
Question 1(c)

This question required the learners to describe ways the nursery was using Bruner's modes of representation skills to support the child's cognitive development. Some learners did not gain any marks on this, as just stating the names of the modes is not sufficient. The most common mark was two, showing learners could apply one mode, but did not always manage to do the second. It is important two separate statements are made, with different applications to the case study.

1 Minh is 14 months and still in the enactive mode of representation, meaning he learns by doing, rather than just being told, this is being supported by the nursery's active play resources.
2 Minh could be transitioning into the iconic mode of representation, meaning he learns by seeing images, which the nursery uses when Minh and his key person read a book together.

The response above gained 4 marks.

This is a good response which demonstrated a good understanding of the theory. The learner has made two clear statements about Bruner's theory and then applied each to the case study.


1 Minh's cognitive developmental skills are supported as the ~~elelott~~ key person helps by telling him where to place his feet, helping him to recall instructions clearly.
2 His cognitive skills are also supported as he is encouraged through active learning.

The response above gained 1 mark.
In the first answer the learner has written about how to develop Minh's cognitive skills, but as this has not been linked to Bruner's theory, no marks were awarded. 1 mark was awarded for 'active learning'.

Question 1(d)

This question asked the learners to discuss how Vygotsky's theory could be used to support Minh's physical development. Most learners were able to include some aspects of the theory, although the zones theory could be a little muddled at times. The learners achieving the higher marks included other aspects of the theory as well and applied these to the case study.

Vygotsky's theory on zones of actual and proximal development could be used to support Minh's physical development. Vygotsky believed all learning is social and children need to be scaffolded to help them to learn. He created the zones of actual and proximal development to show what the child on their own is capable of do, (actual) and what a child could do with the help of a more knowledgable other. Minh's key worker could apply Vygotsky's theory to help his physical development. For example, Minh struggles to climb up the slide stairs on his own. This would be Minh's zone of actual development because it is what he can do on his own. With the help from his key worker, one key person could help Minh balance by holding his hands up the steps. This would be Minh's zone of proximal development as this is what Minh can achieve with help. By using Vygotsky's theory, Minh has a better chance to learn how to climb steps than by himself. On his own, he has no guidance to help him understand what he has got to do to take the step up. The key person should use Vygotsky's theory to support Minh's physical development.

The response above gained 7 marks – bottom of level 3 mark band.
This response includes a good discussion of Vygotsky's theory and there are strong links to physical development and the case study. If the learner had included another aspect of the theory, such as 'More Knowledgeable Other', then this would have achieved full marks.

~~Vygot~~ Minhs key person can use Vygotskys theory to support Minhs physical development. Vygotsky suggested the theory ~~of zone of proximoot development which is the a of scaffolding wheeh~~ of zone of proximal development which is the gap inbetween where the adults need to support a child in order for the child to grow and learn. He believed in the term scaffolding, were ~~a~~ in order for a child to ~~gee~~ learn and develop skills, they need help and support from adults. In this case Minhs key person can creat an environment were it challenges Minhs physical development. But he will still need support by an adult. ~~For e~~ An activity like balancing on something. This will help Minhs Gross motor skills develop. Setting up this opportunity and giving support will allow ~~this~~ Minhs physical development grow. Becoming stronger

The response above gained 3 marks – top of level 1 mark band
The learner has briefly described two aspects of Vygotsky's theory, although the 'zones' have not been fully covered. The theory has not been applied to the case study and so the marks awarded were within the level 1 mark band.

Question 2(a)

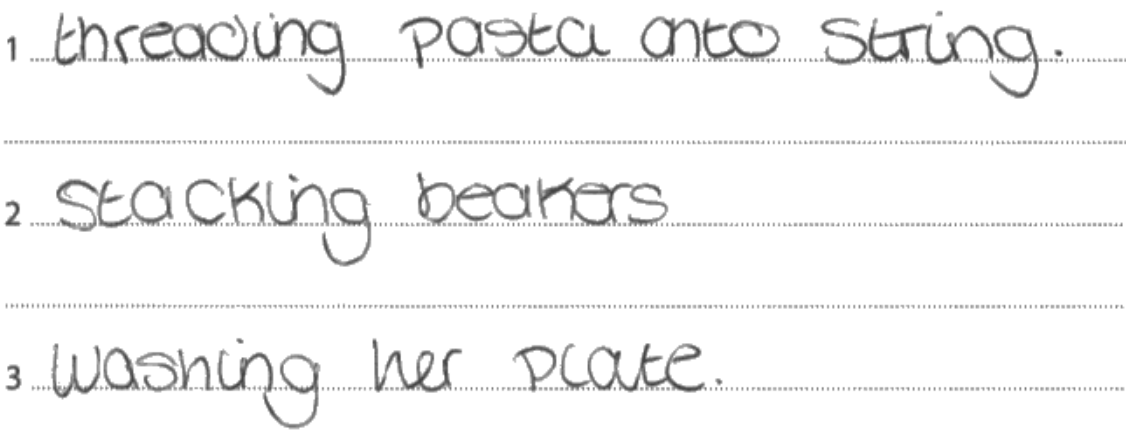
This was the second multiple-choice question and learners had to select which would promote numeracy skills. The vast majority of learner achieved the mark on this question, although a few selected 'choosing books', it appears learners may have confused literacy and numeracy.

These were the possible choices for the learners.

- ☐ **A** Playing with the teddy bear
- ☐ **B** Counting plates
- ☐ **C** Drawing pictures of flowers
- ☐ **D** Choosing books

Question 2(b)

This question required learners to list three activities from the case study that promoted hand-eye co-ordination.
There were a range of activities the learners could select, but less than half were able to get full marks. A common mistake was to state 'role play area' instead of the actual activity within the role play area. Learners need to be precise when giving their answers.



The response above gained 3 marks
This response was clear and appropriate activities were chosen.

1 drawing pictures of flowers

2 book trolly

3 threading pasta on a string

The response above gained 2 marks.
The second answer 'book trolley' was not given a mark, as the book trolley would not promote hand-eye co-ordination. If the learner had written, reading a book taken from the book trolley, then this could have been credited.

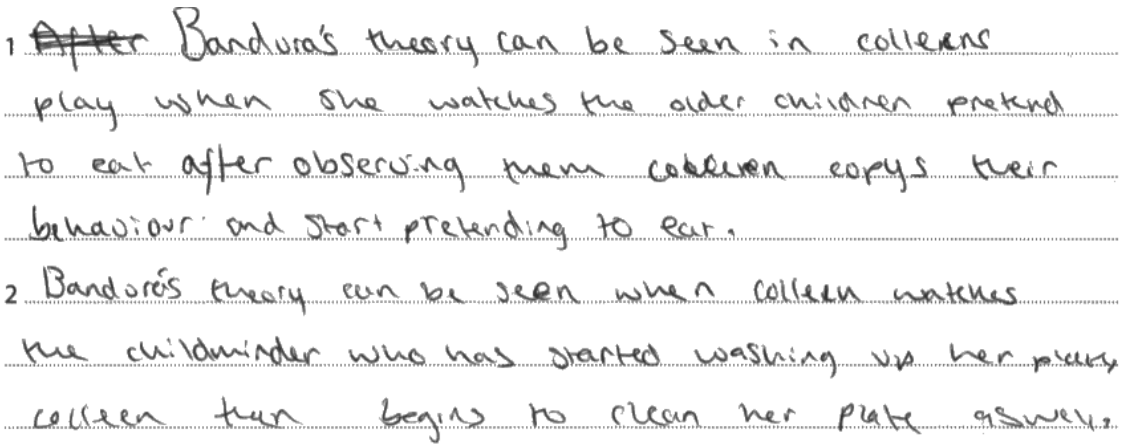
Question 2(c)

This question related to Bandura's theory and how it could be seen in Colleen's play.
This question requires the learners to link evidence from the case study with two different aspects of theory. Many learners were able to find two relevant examples, but as they linked them to the same theory, it couldn't be credited twice. It is important learners select two different aspects of theory and then link them for full marks to be awarded.

1 Bandura's social leerning theory says children leern from copying those they admire. Colleen copies the childminder's behaviar by washing up he plate.

2 It isn't just adult behaicr children will copy but also children's. Colleen sees the older children in the pretend kitchen making dinner so ~~copi~~ imitates their behaicr by using a spoon to pretend eat.

The response above gained 4 marks.
This is a good answer which shows two different aspects of theory: copying people they admire and the way children will observe and copy each other.


1 ~~After~~ Bandura's theory can be seen in colleens play when she watches the older children pretend to eat after observing them colleen copys their behaviour and start pretending to eat.
2 Bandoras theory can be seen when colleen watches the childminder who has started washing up her plate colleen then begins to clean her plate aswell.

The response above gained 2 marks.
This is an example where the response is repetitive and so marks were only awarded for: 'she watches the older children pretend to eat' (1) 'colleen copies their behaviour and pretends to eat (1).
The second answer uses a different example, but the same part of the theory; so, no marks are awarded.

Question 2(d)

This question asked the learners to discuss how Piaget's stages of learning theory is supporting Colleen's cognitive development.

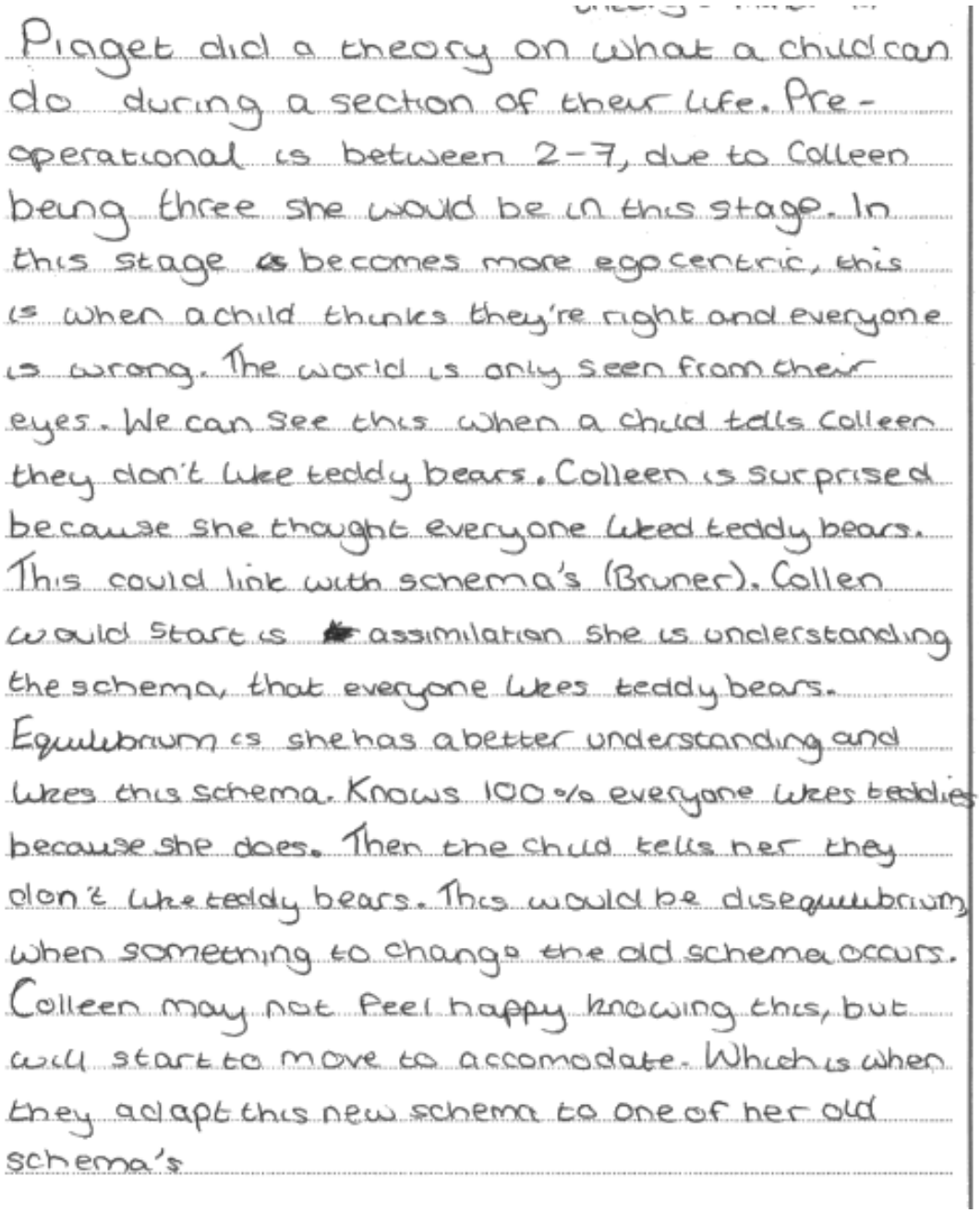
Piaget's theories continue to be challenging for learners and unfortunately, almost a third of learners gained no marks on this question.

Of those that achieved marks, many learners were able to correctly identify that Colleen was in the pre-operational stage. Writing out details of all the other stages was not necessary and some learners wasted time doing this. Some were able to discuss animism and/or egocentrism, which both were represented in the case study.

Some learners wrote about schema theory, which was not required.

Piaget has four stages of learning, Sensorimotor, pre-operational, formal operation and concrete operation. Colleen's age fits into the pre-operational stage. During this stage, children are unable to conserve, only sees things from their point of view (egocentrism) and believe objects like teddy bears have feelings (animism). We can apply this to colleen's cognitive development as she shows signs of being apart of the pre-operational stage. Colleen likes her teddy bear and think it has feelingslike feeling happy because Colleen made her a necklace. This supports colleen's cognitive development as she thinks about others likes and dislikes. However, she show signs of egocentrism as she disagrees with the boy who does not like teddy bears as she says everyone likes teddy bears. & colleen thinks this way because she only sees her point of view. During the pre-operational stage, the childminder should use Piaget's observation Strategies to support Colleen's cognitive development.

The response above gained 8 marks – top of level 3 mark band,
This is an excellent answer which covers a wide range of Piaget's stages theory. The aspects covered are discussed well, linked clearly to the case study with relevant examples and it is all age appropriate. This demonstrates a detailed understanding of the theory and achieves full marks.



Piaget did a theory on what a child can do during a section of their life. Pre-operational is between 2-7, due to Colleen being three she would be in this stage. In this stage as becomes more egocentric, this is when a child thinks they're right and everyone is wrong. The world is only seen from their eyes. We can see this when a child tells Colleen they don't like teddy bears. Colleen is surprised because she thought everyone liked teddy bears. This could link with schema's (Bruner). Collen would start is assimilation she is understanding the schema, that everyone likes teddy bears. Equilibrium is she has a better understanding and likes this schema. Knows 100% everyone likes teddies because she does. Then the child tells her they don't like teddy bears. This would be disequilibrium when something to change the old schema occurs. Colleen may not feel happy knowing this, but will start to move to accomodate. Which is when they adapt this new schema to one of her old schema's

The response above gained 4 marks – top of level 2 mark band.
This answer starts well and the learner has included good detail about egocentrism, with a relevant example. However, the learner has then started to discuss Piaget's schema theory, which is not required for this question.

Question 3(a)

The learners had to identify two ways Tendai's self-esteem was being boosted in the case study.
This question was answered extremely well, with the vast majority of learners achieving full marks.

1 gives praise when Tendai builds models

2 puts one of his models on display

The response above gained 2 marks

Question 3(b)

For this question the learners had to identify two ways the child's literacy was being promoted in the case study. Some learners wrote about the involvement of communication or that he was learning two languages, however, this did not answer the question.

1 Looks at books about transport.

2 Teacher labels his work.

The response above gained 2 marks
Both of these answers were on listed on the mark scheme.

1 looking at books about transport, in which he likes

2 being accompanied by a translator to help communicate.

The response above gained 1 mark.
Being accompanied by the translator would not have promoted his literacy.

Question 3(c)

Learners had to describe two ways the teacher could use Chomsky's theory of language to support the child as he learnt English. Some learners were able to achieve two marks, either by identifying two different aspects of theory, or by stating and applying one aspect of theory.

1 Chomsky beleved chidren should have a languge rich environment as they, absorb what languge they hear around them, listening carefully to teccha and other children

2 Chomsky believed children have a critical perod to learn languge and Tendi is in that, also are pre-programmed to learn the languge the same as others, adults should take every opportunity to talk to children and ask questions

The response above gained 4 marks

This answer actually includes three different aspects of theory: 'language rich environment', 'critical period' and 'pre-programmed to learn language'. There are also relevant links made to the case study and so full marks were achieved.

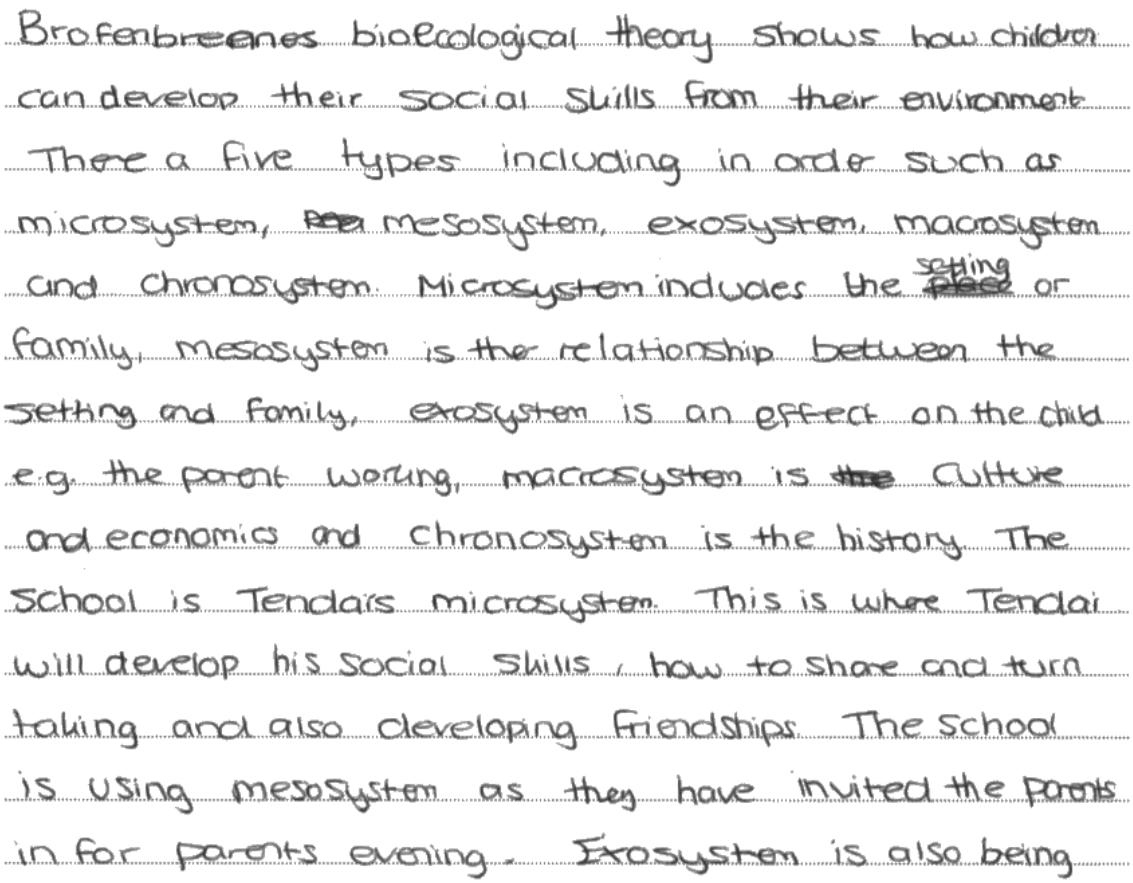
1 chomsky believes children should be in a language-rich enviroment where language is modeled in a positive way. If the key peson in nursery provides a language-rich enviroment then Tendai is more likely to learn English quicker.

2 chomsky also believes that children should be positively reinforced when learning language. Positive reinforcement such as clapping when the child says a word will encourage them to repeat the sound or word.

The response above gained 1 mark.
One mark was awarded for stating that 'children should be in a language rich environment' but the learner did not develop this answer to state what a language rich environment might be like or any details from the case study. The latter part of the response relates to Skinner's theory and so no marks were awarded.

Question 3(d)

In this question learners had to discuss how Bronfenbrenner's theory influences the child's development.
This question was not answered as well as in previous series; over a quarter of learners achieved no marks and only a third of learners achieving in the level 2 or level 3-mark bands.
Learners seemed unable to apply the theory accurately and those that did limited themselves by only discussing the micro-system and meso-system. It is important learners are able to discuss and apply a wider range of the systems.



Brofenbreenes bioecological theory shows how children can develop their social skills from their environment. There a five types including in order such as microsystem, ~~Peer~~ mesosystem, exosystem, macrosystem and chronosystem. Microsystem includes the ~~child~~ setting or family, mesosystem is the relationship between the setting and family, exosystem is an effect on the child e.g. the parent working, macrosystem is ~~the~~ culture and economics and chronosystem is the history. The school is Tendais microsystem. This is where Tendai will develop his social skills, how to share and turn taking and also developing friendships. The school is using mesosystem as they have invited the parents in for parents evening. Exosystem is also being

used as his mothe has to go and work. This can also link in with Bowlby and Ainworths attachment theory as Tendai may have developed a specific and secure attachment with his mothe. As Tendai is from anothe country, his economics (macro-system) may be different to othe peers as he may have different lifestyle choices. This can also link with ~~social development~~ emotional development as it may boost his self esteem as he can develop friendships and be rewarded. (link to Skinners reinforcement theory) **(Total for Question 3 = 16 marks)**

The response above gained 8 marks – top of level 3 mark band
This contains a good discussion of the theory. It contains strong links to the case study and a range of points have been linked to development and discussed in detail.

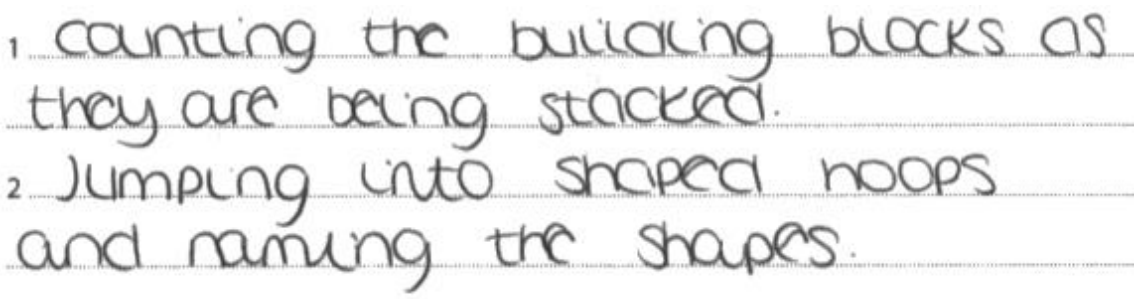
Bronfenbrenner's bioecological theory includes that there are many things around the child that contribute to how they develop. this includes a child's microsystem which is things like their family, friends, school. their menosystem is how these things link together like how their friends link to their school and what that means. their exosystem include ~~the~~ things like their neighbourhood and parents jobs that will affect them. Finally, their macrosystem are things that aren't closely related to them but will still affect them like the government and wars. His theory influences Tendai's development as by his mum getting a new job in the united kingdom he will still be affected

even if he isn't closely related to it as he has had to start a new school and learn how to speak English more fluently which will affect his development as he is going to have to learn about the english language and learn that as well as what he is having to learn at school.

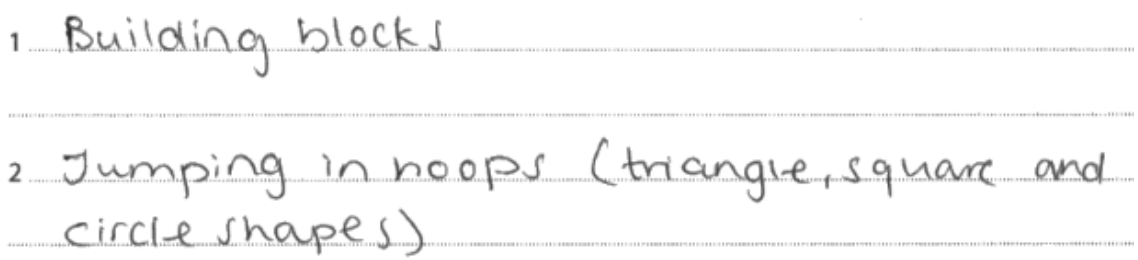
The response above gained 3 marks – top of level 1 mark band
This is an example of a learner who was able to discuss the theory, but links to the case study were superficial and no aspects of the theory were directly linked to the child. Therefore, this response remained in the level 1 mark band.

Question 4(a)

Learners had to identify two activities in the case study which were promoting mathematical development. The vast majority of learners were able to do this. Those that lost marks did not include any mathematical element in their response.



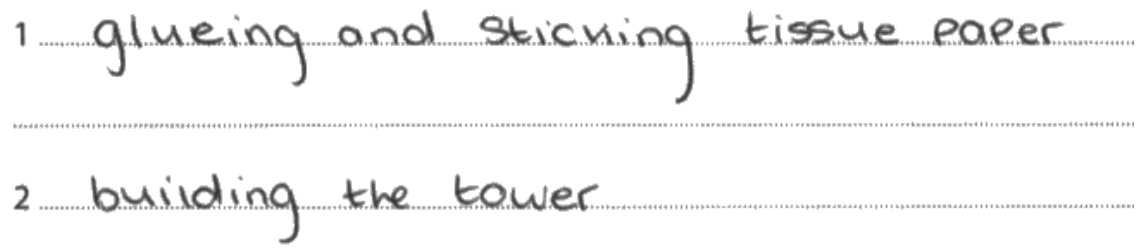
The response above gained 2 marks



The response above gained 1 mark
No marks were awarded for 'building blocks' as these on their own are a resource and not an activity. The activity was counting the blocks. The second response is accurate and so is awarded 1 mark.

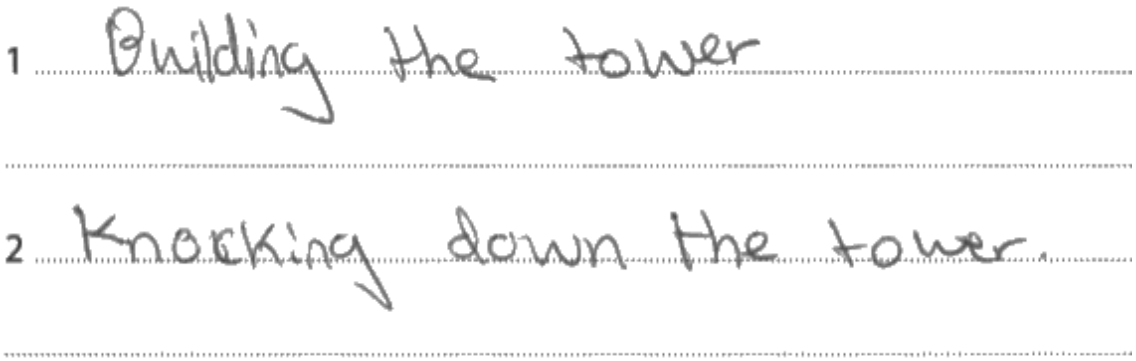
Question 4(b)

In this question, the learners had to identify two examples where fine motor skills were being promoted in the case study. The majority of learners were able to do this successfully.



The response above gained 2 marks

This response was succinct and included the information needed to achieve both the marks. Learners can waste time writing much more than in needed in these one mark questions.



The response above gained 1 mark
The learner incorrectly selected an example from the case study which uses gross motor skills.

Question 4(c)

For full marks in this question learners had to explain two ways the Early Years Educator was using Skinner's theory to support mathematical development in the nursery. The most common marks achieved in this question was either 2 or 0. Learners achieving 2 marks would often put one aspect of the theory linked to the case study, but would then repeat the same aspect of the theory but with a different example from the case study. Learners achieving zero marks usually included aspects from the case study such as 'praise' but this cannot be rewarded unless the theory is given.

1 Skinner introduced reinforcers to promote child development. The early years practioner (EYP) uses a positive reinforcer to tell Bella shes doing a good job at counting + building blocks.

2 The EYP also uses a primary reinforcer. A primary reinforcer is an immediate reaction to what a child does. The EYP reinforces the childrens ~~good behaviour~~ capability to jump in the correctly shaped hoop.

The response above gained 4 marks
The Early Years Practitioner uses a positive reinforcer (1 mark) to tell Bella she is doing a good job (1 mark)
The EYP also uses a primary reinforcer (1 mark) a primary reinforcer is an immediate reaction to what a child does i.e. jumps in the hoop (1 mark)

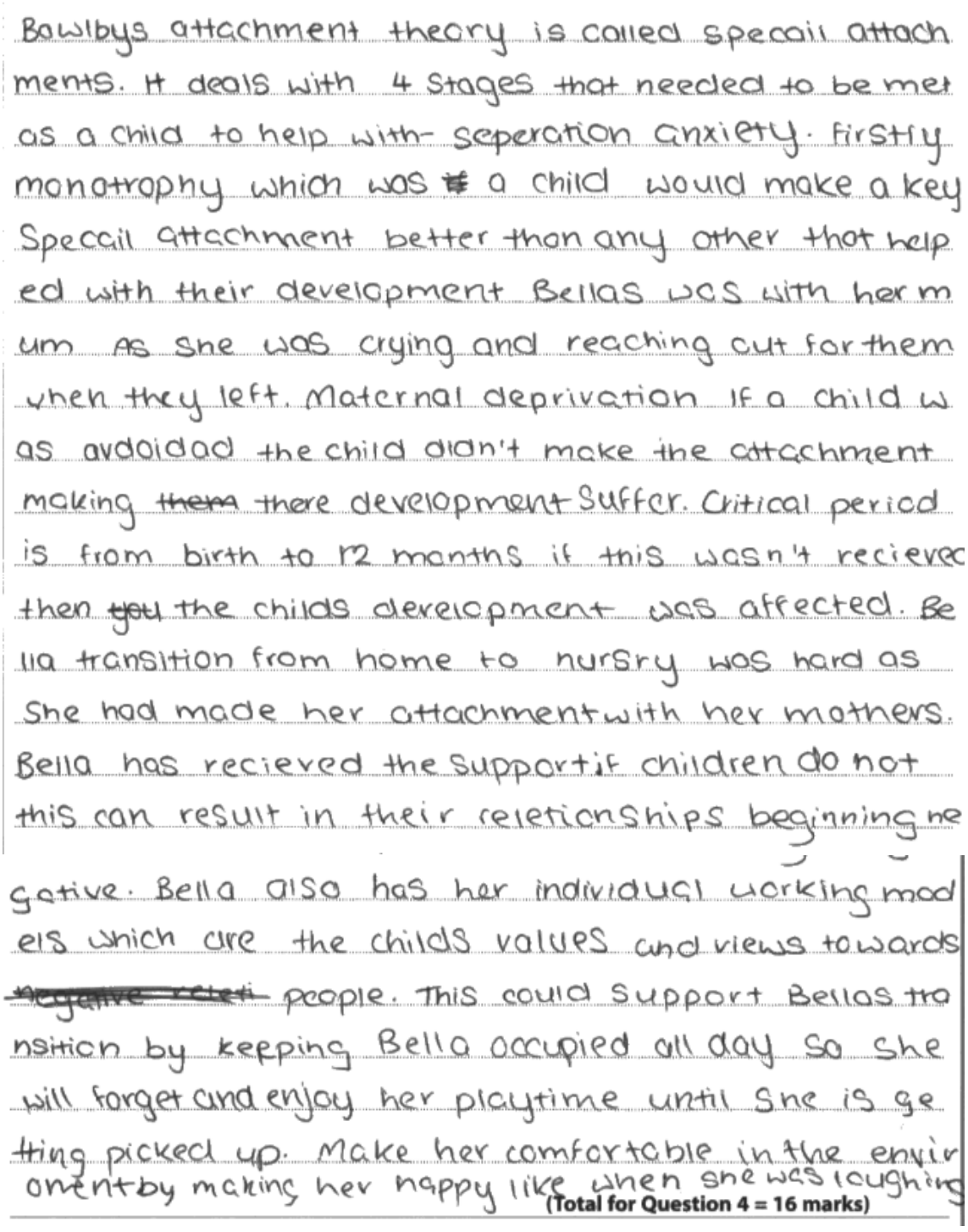
1 praising them ~~to~~ when they jump on the right shape - positive reinforcement

2 saying 'well done' and clapping while Bella attempts to build the tower - positive reinforcement

The response above gained 2 marks
If the learner had given another aspect of Skinner's theory, instead of repeating positive reinforcement, then this would have achieved full marks.

Question 4(d)

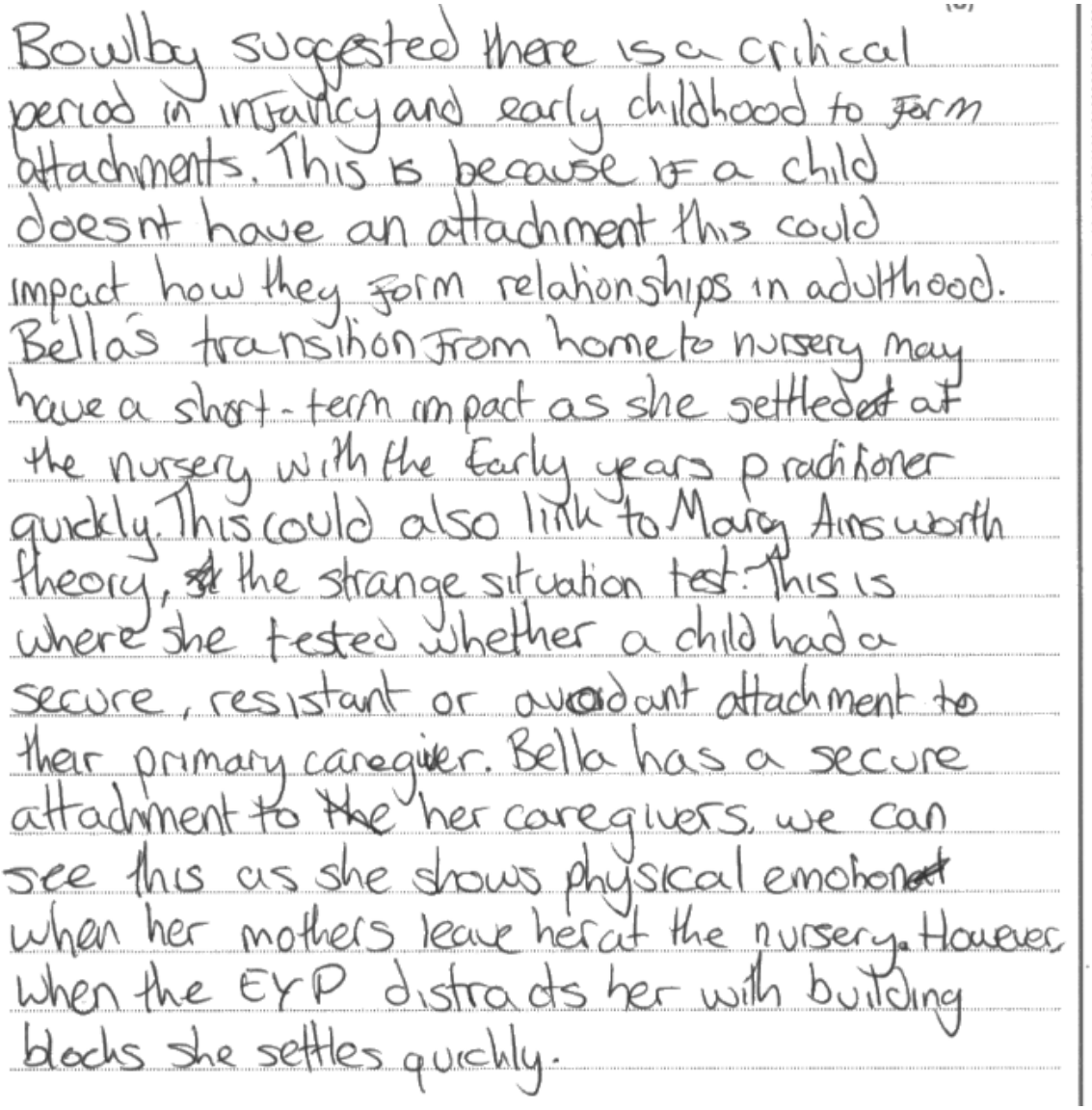
Discussion of how the Early Years Educator could use Bowlby's theory to support the child's transition to nursery was required in this question. Learners achieving the highest marks included a range of aspects of the theory, using relevant vocational terminology. Learners at the lower end tended to focus on just the secure bond and there were often practical ideas given with no link to the theory. Many learners included Ainsworth's theory, which was not required.



Bowlbys attachment theory is called specail attach ments. It deals with 4 stages that needed to be met as a child to help with- seperation anxiety. firstly monotrophy which was a child would make a key Speccail attachment better than any other that help ed with their development Bellas was with her m um As she was crying and reaching out for them when they left. Maternal deprivation If a child w as avdoidad the child didn't make the attachment making ~~them~~ there development Suffer. Critical period is from birth to 12 months if this wasn't recieved then ~~you~~ the childs dereiopment was affected. Be lla transition from home to nursry was hard as She had made her attachment with her mothers. Bella has recieved the supportif children do not this can result in their reletionships beginning ne gative. Bella also has her individual working mod els which are the childs values and views towards ~~negative reletio~~ people. This could support Bellas tra nsition by keeping Bella occupied all day so she will forget and enjoy her playtime until She is ge tting picked up. Make her comfortable in the envir onment by making her happy like when she was laughing

(Total for Question 4 = 16 marks)

The response above gained 8 mark – top of level 3 mark band
This response contains a good discussion of Bowlby's theory. Strong links are made to attachment and development. Good use of the case study to apply the theory and points are age appropriate



Bowlby suggested there is a critical period in infancy and early childhood to form attachments. This is because if a child doesnt have an attachment this could impact how they form relationships in adulthood. Bella's transition from home to nursery may have a short-term impact as she settled at the nursery with the Early years practioner quickly. This could also link to Mary Ainsworth theory, the strange situation test. This is where she tested whether a child had a secure, resistant or avoidant attachment to their primary caregiver. Bella has a secure attachment to the her caregivers, we can see this as she shows physical emotion when her mothers leave her at the nursery. However, when the EYP distracts her with building blocks she settles quickly.

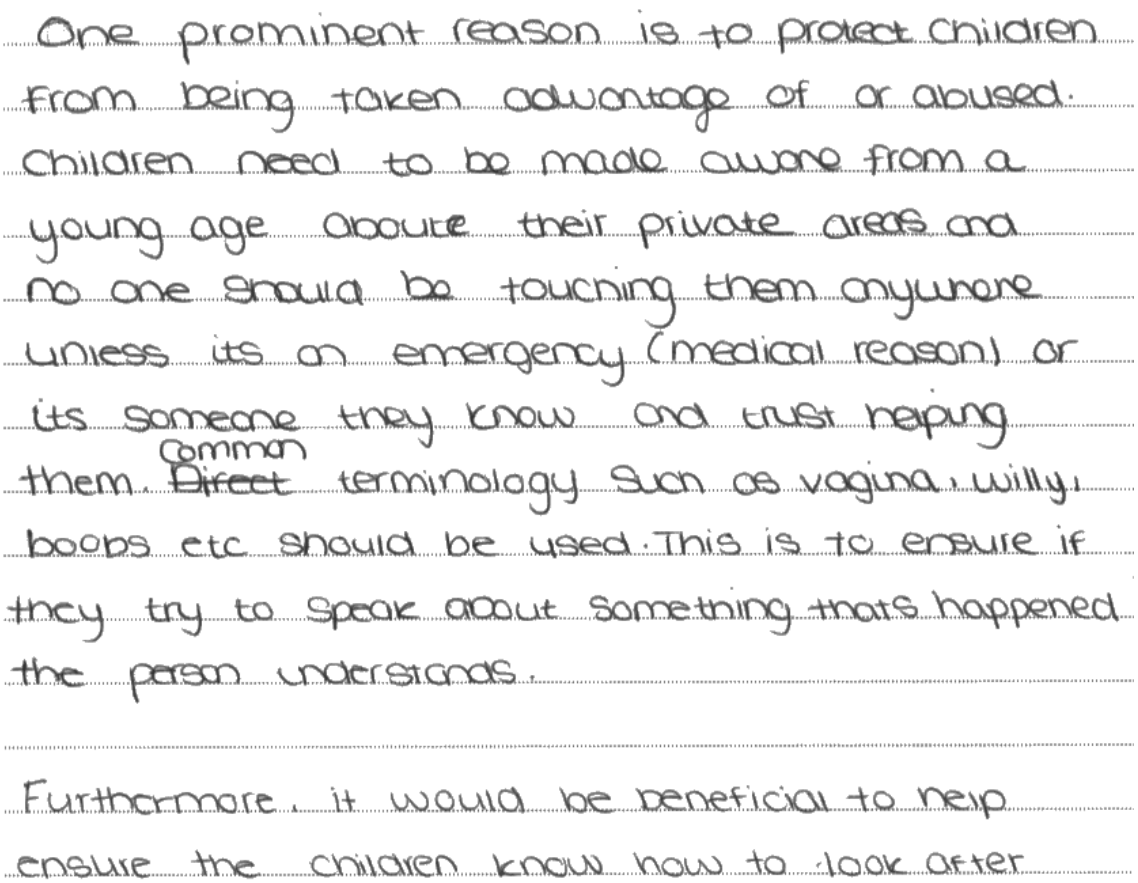
The response above gained 4 marks
There is a good start and finish in this response, mentioning the critical period and the secure attachment, with appropriate links to the child in the case study. However, the response includes detail about Ainsworth's theory, which is not required and this meant time was lost.

Question 5

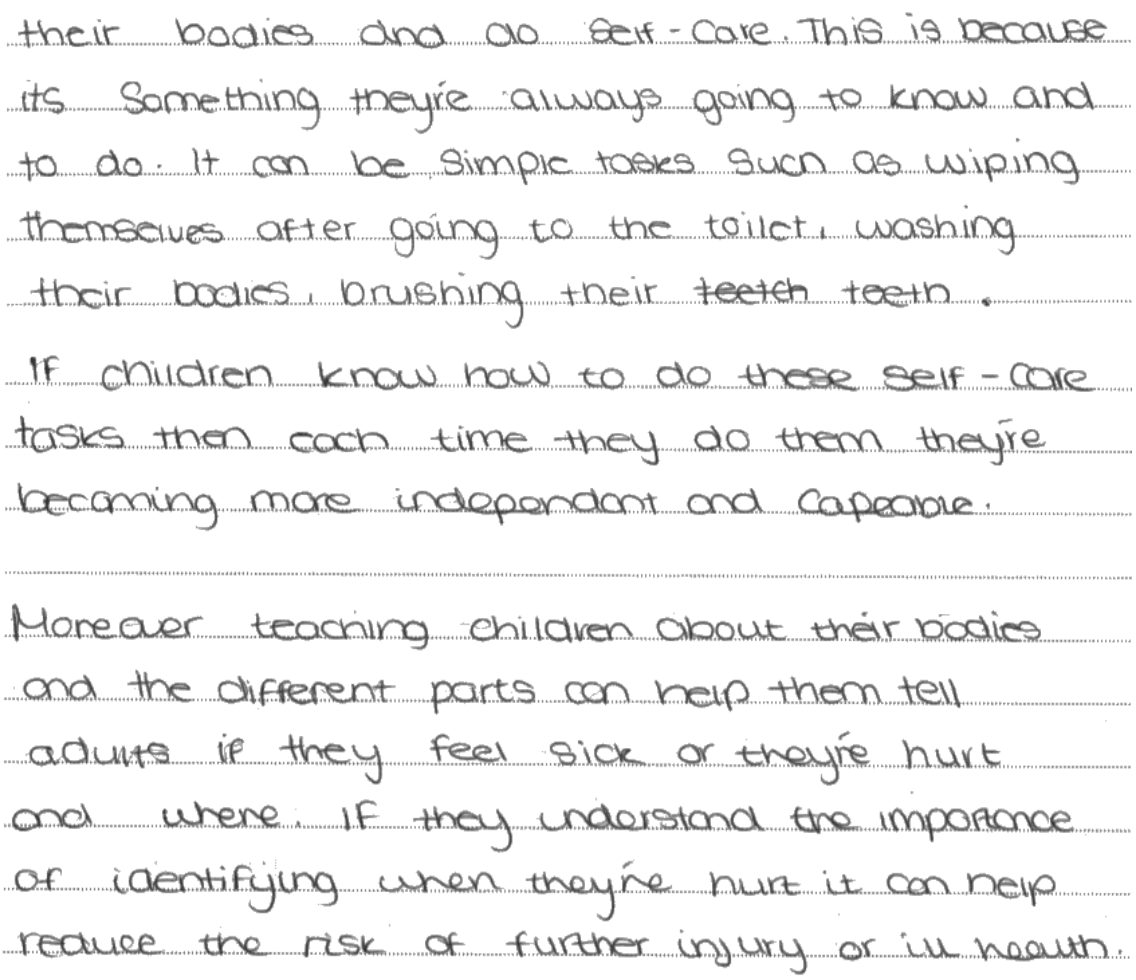
This is the first of the extended open questions and learners had to analyse why it is important that an early years setting provides opportunities for children to learn about their bodies. Most marks remained around the level1- level 2 mark band border. Most learners were able to give details about how self-care promoted independence, but many learners then went onto to talk about awareness of change in their bodies and puberty, which is not age appropriate.

Some learners included Maslow's theory in this response, however, this required a detailed explanation which was often lacking. It is important that theories are not just slotted in, but should be relevant to the question being asked.

Analysis was limited in many responses, with description of how self-care could be taught, rather than why it should be.


One prominent reason is to protect children from being taken advantage of or abused. Children need to be made aware from a young age about their private areas and no one should be touching them anywhere unless its an emergency (medical reason) or its someone they know and trust helping them. ~~Direct~~ common terminology such as vagina, willy, boobs etc should be used. This is to ensure if they try to speak about something thats happened the person understands.

Furthermore, it would be beneficial to help ensure the children know how to look after


their bodies and do Self-Care. This is because its Something theyre always going to know and to do. It can be simple tasks such as wiping themselves after going to the toilet, washing their bodies, brushing their teeth teeth.

If children know how to do these self-care tasks then each time they do them theyre becoming more independant and capeable.

Moreaver teaching children about their bodies and the different parts can help them tell adults if they feel sick or theyre hurt and where. If they understand the importance of identifying when theyre hurt it can help reduce the risk of further injury or ill health.

The response above gained 10 marks
A range of different aspects have been covered within the response. For each statement the learner has then analysed how the importance of it, such as how it can promote their development or keep them safe. This shows an in-depth understanding which has strong links to development and is age appropriate throughout. Relevant examples have been included to illustrate the points being made. If the analysis had been more detailed, then this would have achieved full marks.

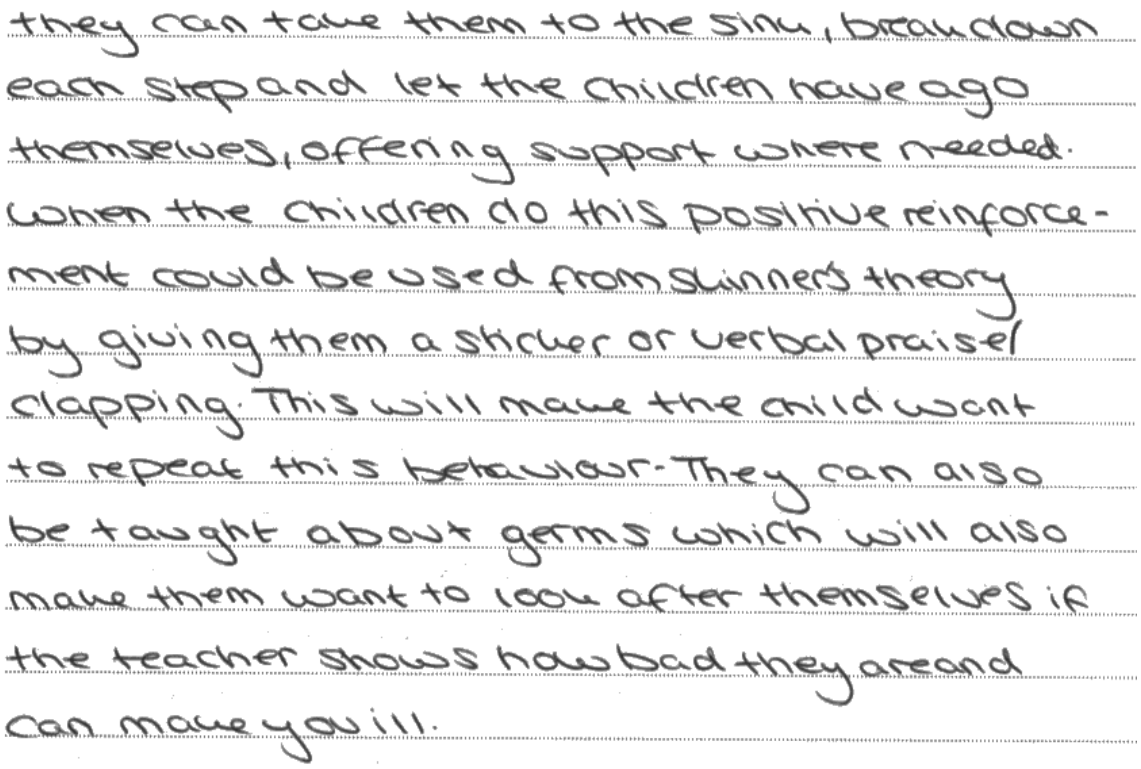
It is important for childnen to be edweated on their bodies and how to mangae their self-care needs as they grow to be more independant. Learning about their bodies could mean learning how to eat healthily and how to maintain a balanced diet. It could also mean learning how important sleep is and how they rest their brains and bodies. It's important for childnen to learn about these things so they can keep themselves safe. They may learn how they may feel when ill, and knowing this information or could be extremely important in some cases. Maslow's hierarchy of need demonstrate how childnen need their basic needs met in order to reach self fulfilment. Their basic needs include having food, water, shelter and warmth. If childnen are learning what they need in order to maintain a healthy diet and a healthy body and also how to rest and

relax their body, then they are learning how to meet their basic needs. It's also important to teach children self care needs so they become independant. These can include learning to feed themselves independantly, or learning how to take care of their teeth or to potty train. Children must learn these skills at a young age, so they are able to grasp the concepts and achieve school readiness. It's important that children know skills such as how/when to use the bathroom or how to feed themselves, so they are independant when it comes to them starting reception. Of course they will still need help and support but children should be learning how to correctly meet their own needs and requirements.

The response above gained 7 marks – middle of level 2 mark band
This shows a good understanding of the importance of why children should be given opportunities to learn about their bodies. There is a link to school readiness which is age appropriate. Examples are given and there is some analysis, such as the aspect of developing independence. However, the inclusion of Maslow's theory does not support the statements being made.
If the learner had included another reason why it was important, together with an analysis, then they could have achieved higher marks.

It is important for children to learn about their bodies because they should know the names of everything for the future, and to learn about differences and to give them a sense of self. This is promoting cognitive development. To support this the teacher could ~~fast~~ put a model of a body so the children can visually see whilst being taught names of body parts. This could link to Bruners iconic mode of representation. They could make learning fun by singing songs such as 'head, shoulders, knees and toes' which promotes cognitive and language development. They will most likely be having fun too which develops emotional development.

Learning about self care needs can be taught through scaffolding. The teacher can show how to wash your hands properly and then


they can take them to the sink, breakdown each step and let the children have ago themselves, offering support where needed. When the children do this positive reinforcement could be used from Skinners theory by giving them a sticker or verbal praise/ clapping. This will make the child want to repeat this behaviour. They can also be taught about germs which will also make them want to look after themselves if the teacher shows how bad they are and can make you ill.

The response above gained 3 marks

There is a limited understanding shown of the importance of giving children opportunities to learn about their bodies. The learner has misunderstood the question and has given examples of how they can be taught, rather than why they should be aware of their bodies. Although they have included some relevant points, such as giving them a sense of self and looking after themselves.

Question 6

This was the final extended open question and it was pleasing to see that half of the learners were able to achieve 6 marks or higher. This is an improvement on previous series.

To answer this question the learners had to evaluate the importance of the key person approach on children's overall development. A common error was learners wrote about the impact of adult support, without specific reference to those aspects which are the basic elements of being a key person, such as building a bond with the child and working directly with their parents.

Learners who scored highly on this question answered in a logical manner and usually started by giving a definition of the key person approach first. They then went on to make clear links to development and to write a detailed evaluation. Many learners lost marks when they only included the positive elements of the approach and did not consider any negatives.

Having a key person approach in the nursery could improve development as they will have a secure attachment with someone in the nursery which could help their overall development. This links to Bowlby's attachment theiory as he says it is an innate ability and children will find it easier to make attachments with others if exposed to it at a young age. ~~Having a key pe~~

Having a key person will promote physical development as they will know more about ~~of the~~ the childs physical abilities and can provide certain physical activities to help in that area.

A key person will promote cognitive and language development as the child will probably feel more confident reading a book with the key person and the key person could communicate with parents and get them to read with the child every night as it will help cognitive development as they will be learning about things in the book. It will help

language development as they will be reading the words out loud, ~~soo~~ if they find it hard, they key person will help by sounding out the letters of the word.

A key person will promote emotional and social development as they will be the person the child comes to if they have a problem and they'll feel more confident and most comfortable talking to them as they have a secure attachment with them and trust them the most. They key person will promote social development as they can help the ~~t~~ child to create friendships with other children in the nursery.

In conclusion, I think the key person approach in nursery is very important of children's overall development as they can support and be there for the child and it makes the parents feel better about leaving their child as they know they can talk to that one person and know how their child is developing. If they have a close trusting bond with their child's key worker, it will make the bond stronger between the key worker and child as the child will trust them more, if they see their parents do.

The response above gained 10 marks – top of level 2 mark band
This response shows a good understanding of the key person approach. They have given examples of how the key person approach can benefit a child's development. E.g. stating that the child will probably feel more confident reading a book with the key person. There are links to working with the parents, although these aren't fully developed. There is a relevant link to Bowlby's theory. However, there are no negative points included regarding the key person approach and

so the evaluation is limited. This is the reason it stays in level 2 mark band.

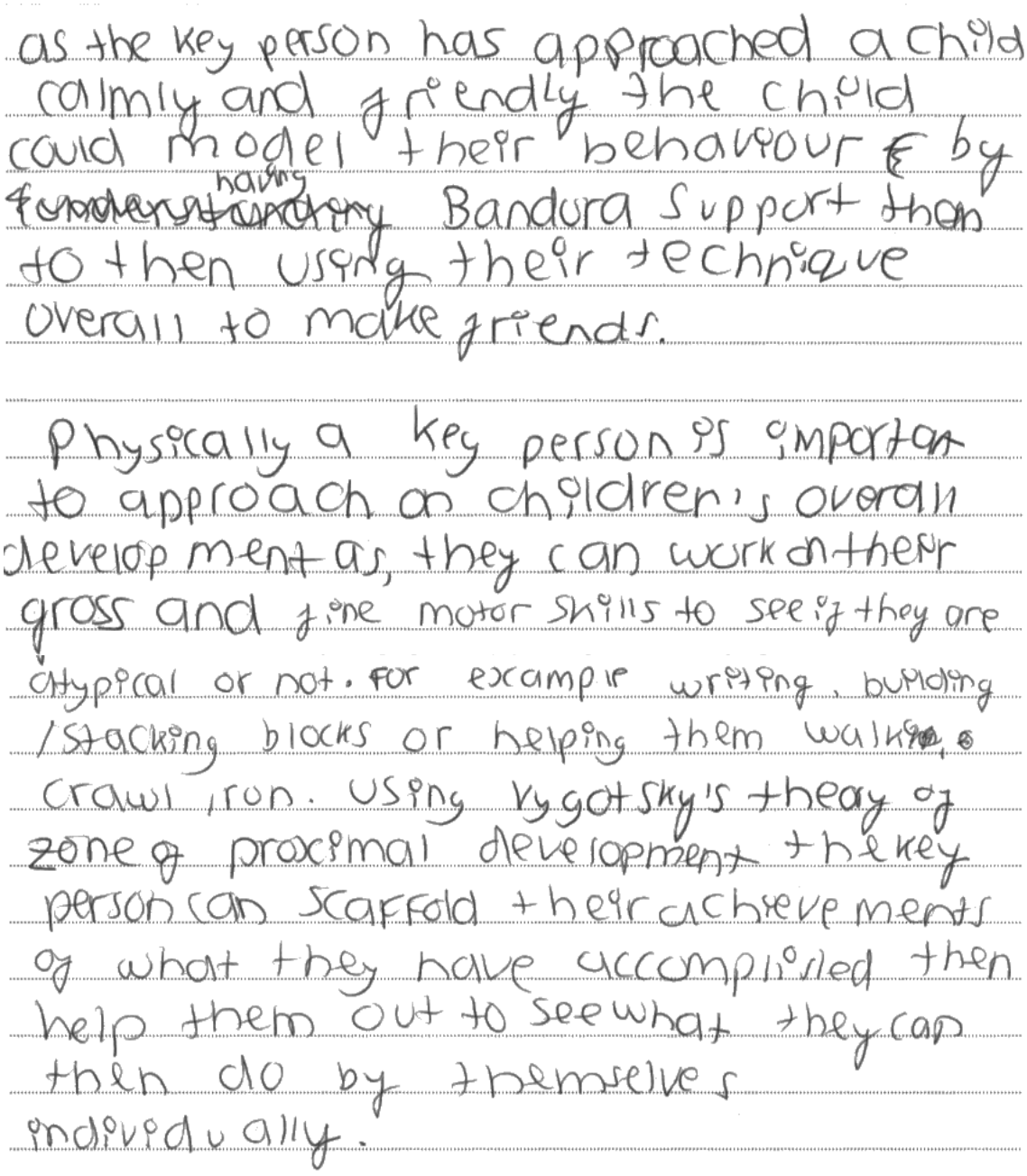
A key person could impact on a childs overall development. It could physically impact on the child as it will allow them to become more confident. A key person can ([illegible]) have a positive impact on a childs emotional development as they will feel more safe and secure ~~teich~~ which ~~tott~~ will further raise the childs self confidence and self-esteem. When a child feels secure and comfortable they are more likely to take part in other activities which will further enhance a childs social development. Having a key person allow a child to settle in much faster as they will have a secure attachment and the key person will work as a 'mum figure' in the childs life. Overall a key person helps a child develop socially, emotionally and physically. When a child is to move on into school they will feel less scared and more confident.

This response gained 7 marks - middle of level 2 mark band
Although this answer is brief, it does show a good understanding of the key person approach. Links have been made between the approach and several areas of development, although these could have been

developed further. There is some evaluation of the positive impacts (such as when progression onto school is mentioned) but there are no references to any negatives of the key person approach.

The importance of the key person's approach on children's overall development is to form a relationship with one another. This means to be trustworthy by gaining their self-esteem. For example, a key person can be friendly towards a child by understanding their likes and dislikes. When socalising it can develop children's language more and have them learn it more easily as Chomsky believes to be able to pick up words/phrases easily and form it into their own word sentance.

when having a key person approaching a child they need to have an understanding of a social interaction. This means they can become more confident around them raising their self-esteem but it can also help to make other friends with the other children. For example


as the key person has approached a child calmly and friendly the child could model their behaviour & by having Bandura support then to then using their technique overall to make friends.
physically a key person is important to approach on children's overall development as, they can work on their gross and fine motor skills to see if they are atypical or not. for example writing, building / stacking blocks or helping them walking, crawl, run. Using Vygotsky's theory of zone of proximal development the key person can scaffold their achievements of what they have accomplished then help them out to see what they can then do by themselves individually.

The response above gained 4 marks - middle of level 1 mark band
This response contains a lot of detail about how an Early Years Educator would work with a child, but it is not specific to the role of a key person. They have not mentioned benefits such as attachment or building a relationship with the child. There is no mention of partnership with parents/home. They have made mention of different theories, but these are generic. Therefore, it remains in the level 1 mark band.

Summary

Based on their performance on this paper, learners should:

Section A

- Ensure they are aware of what is required in a response when asked in the question to give an example of a 'resource' or an 'activity', as this can cause marks to be lost.
- For the 'identify' or 'give' questions, learners should write succinct answers, as longer descriptive responses are not required and can waste time.
- In 'explanation' questions, learners should give two statements about different elements of the theory. These should then be linked to different aspects of the case study.
- Learners need to be able to discuss and apply all of the relevant systems in Bronfenbrenner's bioecological theory, although not all aspects will appear in every case study.
- Learners should stay focused on the theory being asked in the question and not include others. E.g. there is no need to include Ainsworth's theory of attachment, if being asked about Bowlby's theory. Equally, they should remain focused on the relevant stage within the theory. E.g. there is no need to write about the concrete-operational stage, if the child has only just entered the pre-operational stage in Piaget's theory.
- Explain appropriate key terminology, with relevant examples from the case studies when answering 8-mark 'discuss' questions.

Section B

- Learners should only include theories which are relevant to the question being asked, rather than trying to make the theories fit where they are not applicable. It is not always necessary to include theories, if they are not asked for in the question.
- For the final question, learners need to ensure they consider all aspects, including negatives or disadvantages. This is what will be required to meet the command verb requirement of 'evaluate'

Pearson Education Limited. Registered company number 872828
with its registered office at 80 Strand, London, WC2R 0RL, United Kingdom